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EVERYDAY CLASSICS FIRST READER

TEACHERS' MANUAL

BY

FANNIE WYCHE DUNN

New York
THE MACMILLAN COMPANY
1922

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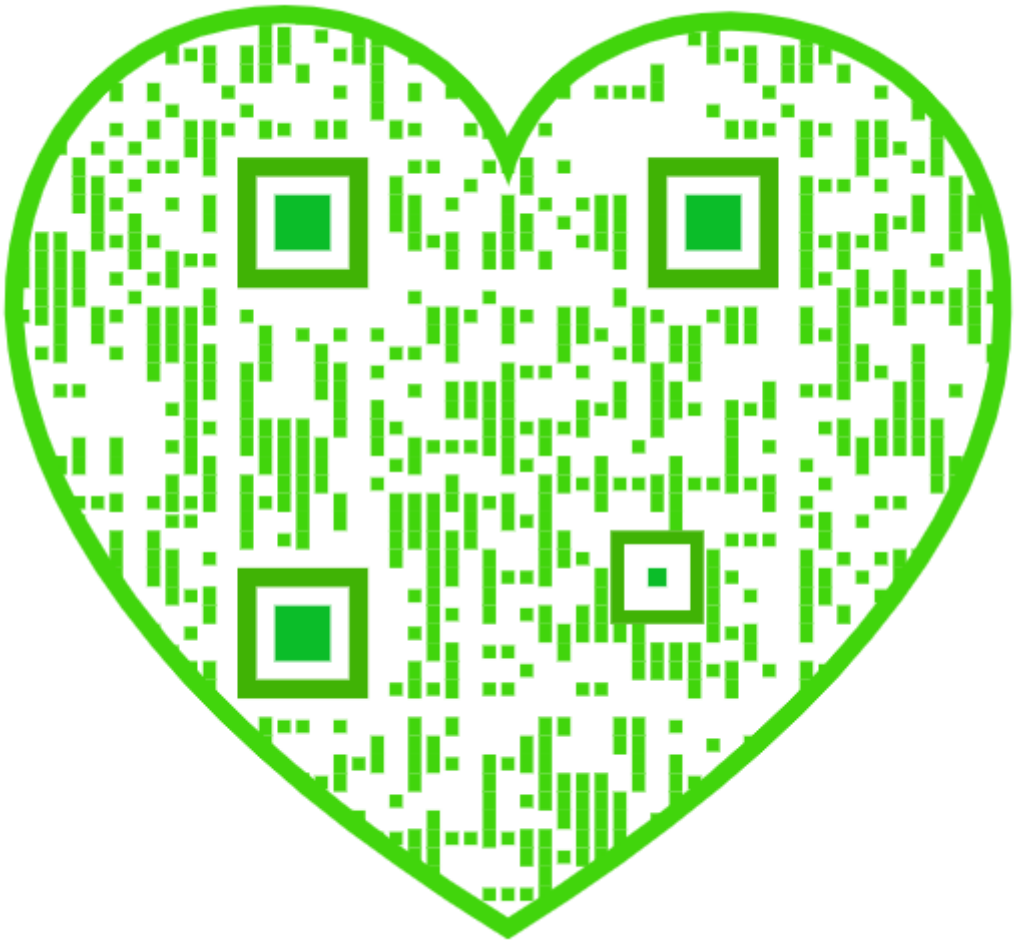

EVERYDAY CLASSICS FIRST READER

TEACHERS' MANUAL

BY

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Set up and electrotyped. Published October, 1922.

Norwood Press
J. S. Cushing Co. — Berwick & Smith Co.
Norwood, Mass., U.S.A.

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OCT 25 '22

INTRODUCTION

THE general principles involved in the teaching of primary reading are stated at some length in the Introduction to the *Manual* for the *Primer* of this series, and need not be repeated here. In the following pages the attempt is made to show how interest and pleasure in reading may be combined with careful and systematic instruction, and how these may produce a steady growth in power and self-reliance.

The drills in phonics take up the work where the *Primer* of the series leaves it, and includes almost all of the phonic elements needed in reading.

The word list, showing where each word first appears, and where the word stands in the order of its frequency in general use, is found on the last pages of the *First Reader* itself.

FIVE MOTHER GOOSE RHYMES

PAGES 7–12

These should all be old friends. Long before the children are ready for the *First Reader*, they should have heard and learned these rhymes.

They are used here, as are others later in the book,

1. To give the children the pleasure of meeting, in the strange land which print still is, some well-known acquaintances from their familiar world of oral speech.

2. To afford repeated exercise in the fundamental vocabulary in this familiar context.

3. To lead to the recognition of rhyming forms in print, as a means of developing phonetic ability, and

4. To introduce a new vocabulary in a setting which furnishes a clue to identification.

It must be pointed out at once, however, that the teacher should by no means attempt to secure mastery by the children of the complete vocabulary of these rhymes. Indeed, the vocabulary of the Mother Goose rhymes is a very wide one. While they use over and over again the important fundamental vocabulary, each of the rhymes brings in words which are not likely to be met again in primary reading, or which will occur so seldom that they are not worth mastering. The *Manual* suggests in each case what words from each rhyme should be retained by the pupils for future use. The others the teacher may well neglect.

Suggestions are given below for teaching each of these rhymes. It is by no means necessary that a lesson should be devoted to each one. Probably, however, if the teacher wishes to teach them as songs, and if she desires to develop the phonics that are suggested, she will need to give something like a week to the series, averaging a day to each. Sufficient exercises are suggested to occupy that time if the teacher wishes to use it.

LITTLE BOY BLUE

PAGE 7

Reading Study and Oral Reading. "Look at the picture. Of whom do you think it is a picture? What makes you think it is Little Boy Blue?" Encourage the children to find the various parts of the rhyme as pictured here — the sheep in the meadow, the cow in the corn, the haycock, the horn. Words or phrases may be listed on the board to record what the children find, and much of the new vocabulary may thus be put before the children without any formal exercise.

"Do you find anything somewhere, not in the picture, that tells you surely that this *is* Little Boy Blue? Why, of course; there is his name on the top of the next page. Do you want to read to yourself and see if this is the Little Boy Blue poem that we know?" Do not stop to teach new words. The stanzas and most of the lines begin with familiar words, and the children can recognize enough of the phonic elements in the new words to see that they are the words they need. Have the first four lines read, then the next three, then the last four.

"You read some words then that you have never seen before. Do you want to tell us what some of them are? You may find a word and tell us where it is and what it is, and I will write it on the board." If the children have not been used to referring to words by position, this is a good time to teach them to do so: "Blue. It's the last word on the first line." Better still, teach them always to tell first in what line the word is, and then its position in the line: "Blue; first line, last word"; "Horn; second line, last word"; "Sheep's; third line, second word." Encourage them to find in this way all the new words. (See the list at end of *First Reader*.) If the children do not know which are new, the teacher may ask them to find this or that one. Help them to see that they can make out a new word in an old rhyme by its position. Spend only a limited part of the reading time on this identification of words. It can, if desired, be continued in the word-study period.

This is a good poem to dramatize. Set the stage with the sleeping little boy, the sheep, the cow. One child is the farmer, or the farmer's wife, who has just discovered that the sheep and cow are straying, and comes to call the boy to get them. The first six lines are what he or she says. The teacher should encourage the children to find all this out for themselves. "Who do you think is saying this? Do you think just one person is talking, or more? Who are they? Who talks first? What do you think he (or she) has seen? How many lines must we read to find all he said?" Then some one answers. It may be the hired man; it may be another little boy, perhaps the farmer's little son or daughter. Let the children work this out, and complete

the dramatization. "Do you think anybody did wake him?" Let the picture at the bottom of the page help answer this.

Word Study. Words for Mastery:

blue who sure

Continue, if desired, the finding of words by position. Find the rhymes, *horn*, *corn*, *sheep*, *asleep*. The teacher will write these on the board, in two columns, and ask for other rhymes for *horn*, then for *sheep*. Recall "The House That Jack Built,"

This is the cock that crowed in the *morn*,
That waked the priest all shaven and *shorn*.

Recall

I have a little sister,
They call her *Peep Peep*,
She wades in the waters
Deep, deep, deep.

Begin two chart sheets, one for *or* and another for *ee*, and list these words. Encourage the children to collect other words for these charts. Words they already know are *morning*, *for*, *or*, and *seed*, *tree*, *three*, *see*, *sleep*.

Seatwork. Make a cut paper poster for the rhyme.

Copy the *or* and *ee* words developed in the word-study lesson. These may form part of a word booklet. They may be written or printed with the Junior Sign Marker.

I LOVE LITTLE PUSSY

PAGE 8

Reading Study and Oral Reading. Give the children a minute or two to see if they can find out for themselves

what this rhyme is. If they cannot, tell them the word *love*, and see if, with that clue, they can find out. If any one child is able to, let him do it, and then read it in concert in preparation for learning to sing it. "Have you a little pussy? Is she like this one? Read a line here that is true about your pussy. Which line did you read? Does your pussy love you? Is there a line here that tells why she does? Read it." Find in the song below the same lines that have been read above. Teach the song.

Word Study. Find new words by position.

Words for Mastery:

love because

Write on the board sentences given by the pupils, telling about their own pets, why the pets love them; as,

I have a dog.
He loves me because I give him food.
My dog loves me because I play with him.
My pet is a cat.
She loves me because I give her milk to drink.

These sentences may be used for a later writing exercise, each child copying his own and illustrating it. They may also be used as part of a language lesson in which the children tell more about their pets.

Seatwork. Read the next three rhymes. Find all these rhymes in *Mother Goose.*

Pick out all the new words, which the teacher has listed on the board, and find out what they are.

PUSSY CAT, AND HI, DIDDLE, DIDDLE

PAGES 9–10

Reading Study and Oral Reading. Read with the least possible help from the teacher. Read "Pussy Cat" as a dialogue. Find the sentences for each speaker. Teach the children to sing it. Have two children sing, one asking the question, the other responding. Find their respective lines in the song.

Enjoy together the picture, page 11. "Read the line that tells what the cow did. Find this in the picture. What is the dog doing? Why is he laughing? Find the part of the rhyme that tells about him, etc." Learn the song.

Plan for a Mother Goose program, in which the children will recite, dramatize, or sing the Mother Goose rhymes they know, and will exhibit the posters they have made to illustrate the rhymes.

Word Study. Review *where*, *there*, *been*, *over*. Add *queen* to the *ee* chart. The children may suggest adding *been*. They may be told that some people call this bēēn; and if they call it so, it may go on the chart; otherwise it had better be kept for a list of words we learn to know when we see them.

New Vocabulary for Mastery:

such laughed

Begin to make cards for a game of matching words and pictures. Pictures may be collected by the children and pasted on cards. On corresponding cards the names of these objects may be printed. The game may be played in various ways. See directions for card games on pages

59–61 of this *Manual*. Words so far met in the *First Reader* which may be pictured are

boy, queen, horn, corn, sheep, cat, coat, fire, food, cow, fiddle, moon, dish, chair, dog, spoon.

These are enough for beginning a game.

Phonics:

Teach *sh* and *oo*. Use *she*, *sheep*, and *dish*, and *food*, *moon*, and *spoon*. Begin a chart sheet for each of these new sounds.

Seatwork. Make a poster for "Hi, Diddle, Diddle."

Begin to look for pictures for the word game. Words to be illustrated may be listed on the board.

Print words on cards for the word game. (Individual assignments.)

HICKORY, DICKORY, DOCK

PAGE 12 AND REVIEW OF PAGES 7–12

Reading Study and Oral Reading. Let the children read without help, or with help only on the first word. Sing the rhyme. Discuss the making of a poster. "Will you have one picture or two? What kind of clock do you think this was?"

Review. Sing, dramatize, read, or recite, as they prefer, the rhymes on pages 7–12. To these may be added rhymes from the *Primer*. Find all these in *Mother Goose*. Let the children take turns in reading from that book.

Word Study. Find rhymes in "Hickory, Dickory," and, if time permits, in the preceding pages. Review *ck* (taught after page 71 of the *Primer*). Find all the *ck* words

in the rhyme. Add to the *ck* chart. Say all these words so as to make the *ck* sound very distinctly.

Add *mouse* and *clock* to words for the game.

Seatwork. Make the poster. Continue making the word game, or begin to play it, if all the cards are made.

THE THREE GOATS

PAGES 13–17

Reading Study and Oral Reading. Introduce the story through the pictures. "What do you think our new story is about? How many goats do you think there are in the story? What name would you give a goat? Billy? That is the name of all these goats. How could you tell them apart if they all had the same name? See if you can find out on page 13. Find a picture with just Little Billy in it; with Big Billy; with Biggest Billy. What else do you see in all these pictures? Why are all the goats on a bridge? Where do you think they are going?"

Put on the board, during the introductory discussion, the words *Billy*, *goats*, *Big*, *Biggest*, *bridge*, *across the river*. Do not drill on them, but leave them for reference in case the children do not recognize all of them in the reading.

Silent Reading. Have the children study a page silently, asking only for words they cannot get. Read several pages or the whole story at one lesson. New words which are phonic, and which the children should gain from old words and known sounds, are

goats (coat), grass, grow (blow), across, fat, trip, tripping, trap, trapping.

New words which will need to be told because their sound elements are not yet known are

river first bridge giant O pushed

It is possible that the brighter children will get some of these from their initial letters and the context. Keep the emphasis on the story, to which the words are only means.

Dramatizing. Plan a dramatization of the story, the children reading their parts. Find all of the part that tells what happened when Little Billy went across the bridge. (Last line, page 13, through fourth line, page 15.) Have the children find this for themselves. It is the beginning of *learning how to study* to find exactly what part of a selection deals with a particular topic or problem. Help the children to see that the lines preceding tell about all three goats, the lines following tell about Big Billy, but these lines just tell what happened when Little Billy went across. "How many people shall we have to play this?"

Let Little Billy and the giant read their parts responsively. Find the other sections of the story and have them read in the same way. Then plan the action, using the text as a guide to what to do. Play the story, either reading parts or giving them in substance (not verbatim) from memory.

Note that in this story some sentences are printed in small capitals and some in italics. The children may need a little help with them, for it is the small letter form of the words to which they are accustomed. Explain that this different form is meant to show the kind of voice the giant used, and also how loudly Biggest Billy talked. Be sure to take note of the voices in the dramatization.

Word Study. Words for Mastery:

across river grow first

Teach *v*, and *y* as in *Billy*. Use *love*, *river*, *have*, *give*, *over;* and *baby*, *pretty*, *Pussy*, *Billy*. Begin a chart for each.

Add *goats*, *river*, *bridge*, *giant*, *grass*, to the words for the word game.

Seatwork. Silent Reading Exercise. Put sentences on the board, as follows. The children are to read them, and copy all those that are true for this story.

Once there were three goats.
One was Little Billy.
Little Billy was the biggest goat.
One was Big Billy.
One was Biggest Billy.
He was not so big as Little Billy.
The three goats went under the bridge.
The three goats went across the bridge.
They went to eat soup.
They went to eat milk.
They went to eat grass.
They met a mouse.
They met a giant.
They met a cow.
The giant pushed the goats into the river.
Biggest Billy pushed the giant into the river.
Little Billy pushed the giant into the river.

If this is more writing than the class is ready for, number the sentences, and have the pupils copy the numbers of those that they consider true.

THE TURNIP

PAGES 18–23

Reading Study and Oral Reading. "This is a 'Once upon a time' story. (Write the phrase *Once upon a time* on the board.) It is about something funny. Can you find what it is about from the pictures? Or maybe you can read the name of the story for yourself. (*turn*, *turnip*.) Can you guess from the pictures what the story is?"

New vocabulary which the children may get for themselves from the context and from known phonic elements:

turnip, upon, old (cold), planted, until, another (an other), hold, help, tugged, stood (good).

New vocabulary which must be told:

time, woman, nice, pull, would, great, ground, girl, line, grew.

Follow the usual practice of dealing with each word as it is met in the silent reading study. Read ahead as rapidly as the children are able. After the first two pages of the story, there are very few new words, with continued re-use of those already met. The first lesson may need to be brief, perhaps not more than two pages. As the story progresses, see that the children are appreciating the ludicrous picture of the long line pulling at the turnip.

Word Study. After page 18 or 19, teach "a new sound of *o*," as found in *old* and *hold*. Recall *cold*. Familiar words in which this sound has already been met are *home*, *so*, *no*, *go*, *open*, *over*, and others. Begin a chart for this new sound. On this chart, put all the *-old* words in one column; all the two-letter words ending in *o* in another; words like

home, with final *e*, in another; two syllable words with *o* at the end of the first syllable in another; etc. Do not discuss with the children the phonic principles determining the sound in any of these; but, by grouping, begin to call attention to the common laws governing the use of this sound.

After page 23, teach "another sound of *i*," and "another sound of *oo*." Use *time*, *line*, and *fire* for the former, and *stood*, *good*, *look*, and *foot* for the latter. Begin a chart for long *i*, and put this sound of *oo* on the chart already begun for long *oo*, with lists of words of each sound. Begin also a key chart which shall show, as they are developed, the several sounds of each letter. On it arrange the letters of the alphabet in order, and after each a known word for each of its sounds already learned, thus:

A a — cat
B b — boy
* * *
I i — pig, fire
* * * * *
O o — clock, old
Etc.

Following the single letters, list such two or three letter sounds as have been learned, *ck*, *or*, *sh*, *oo*, *ed*, *ing*, with an illustrative word for each. The children should be taught, when they meet a new word, to try one after another of the sounds of its letters until they find one that will make sense in the context.

New Words for Mastery:

upon, time, old, woman, until, would, another, great, ground, hold, help, line.

Picture words to be added to the game of matching word and picture:

turnip woman girl garden man

Seatwork. Silent Reading and Construction. Would you like to make a book about the turnip story?

You may draw the pictures or cut them out of paper.

First make a picture of the garden.

In the garden make a great big turnip.

Under this picture print:

Once there was a turnip.
It grew in a garden.

Make another picture of the garden.

Put the big turnip in this garden too.

Make the old man pulling and tugging at the turnip.

Under this picture print:[1]

The old man gave the turnip a great big pull.
But it would not come up out of the ground.

What other pictures will you need to make for your book?

Would you like to get some other boys and girls to help make the book? By and by we will talk about it. Then you can tell what you want to do.

In a succeeding language period the children should discuss the making of such a book, or of several of them. It

[1]The direction here is to print the captions of the pictures. This does not mean that the children are to print with pencil, which is very undesirable, but that they are to use some kind of small sign marker, suited to children's use. The Junior Sign Marker, manufactured by the Fulton Company, is excellent for this purpose, and costs less than a dollar. It is desirable that there should be several available for the children. If this is not possible, the direction may be to write the captions. The word *write* is new and must be told before the class begins the work. Perhaps the teacher will not desire to do either, but will prefer to print the captions herself. In this case the sentence may read: *Under this picture we shall print*, etc.

may not be desirable to have each child make such a book, for there is a good deal of work involved. But three or four might work together and make several, to add to the school library, or to give to another child, or send to a children's hospital. The story may be shortened very much, the successive pictures bearing captions somewhat as follows:

> The old woman pulled at the old man.
> But the turnip would not come out of the ground.
>
> The little girl tugged at the old woman.
> But still the turnip would not come out of the ground. Etc.

Help the children to plan these as a language exercise, leading them to see the need of shortening what has to be printed, and to have just two lines for each picture. Encourage variety of expression.

MORE MOTHER GOOSE RHYMES

PAGES 24–27

Reading Study and Oral Reading. Follow the same general method as that used for the rhymes on pages 7–12.

New words which can be got from their sounds:

black, wool, rock, full (pull), fall (all), crooked, mile, stile, Humpty, Dumpty, kings, horses.

New sight words:

any, yes, sir, master, when, cradle, dame, lane, bough, breaks, sixpence, bought, which, caught, together.

Word Study. Find rhymes in "The Crooked Man," but not in the others, because their words either are not good rhymes, or else the rhyming words are not spelt alike. Ex-

ceptions are the *all* rhymes in " Rock-a-Bye " and " Humpty Dumpty."

Teach "a new sound of *a*," in two groups: those in which long *a* is followed by final *e*, and those in which it is the end of a syllable of a two-syllable word. For the former use *dame* and *lane* from the new words, and *ate*, *shake*, *make*, *came*, and *gave* from words already familiar. For the latter use *cradle*, *baby*. Make a chart for this sound, with different columns for the two types of words.

Words for Mastery:

fall which together King horse men

Picture Words to Add to Game:

bags tree cradle baby horses wall king men

Seatwork.

1. Draw a tree.
   Draw a line under the tree.
2. Draw another tree.
   Draw two lines over the tree.
3. Draw another tree.
   Make a line across the tree.
4. Draw another tree.
   Draw a line all around the tree.
5. Draw another tree.
   Make one line under this tree and two lines over it.

What kind of baby sleeps in the tree tops?
Is it a little baby like your baby at home?
Is it a little dog baby?
Is it a little cat baby?

What is the cradle it sleeps in?
Is the cradle made of wood?
Are there little sheets on it?
Draw a picture of the cradle in the tree top.
Draw the baby that sleeps in this cradle.

NOTE. It is important that when exercises of this sort are used for seatwork, they should be checked up at a following class period. For the first exercise here suggested, the teacher might display all the drawings, and have the children tell which follow the directions correctly. For the second, she might show the pictures, ask which children guessed the riddle, and then go over all the sentences, having the children read them silently, and give the answers, but not read them orally unless some child needs help in getting their meaning.

THE OLD WOMAN AND THE PIG

PAGES 29–39

Reading Study and Oral Reading. It is quite likely that the children have heard this story. Its interest for them will therefore be one of the following:

1. An interest in renewing and extending a pleasant acquaintance. This can be counted on only if the previous acquaintance with the story has not completely satisfied the child's curiosity about it.

2. An interest in the amusing glibness and swing of its repetitions. In order to avail oneself of this interest, it is necessary that the story be read rapidly, not worked over and over.

3. An interest in one's own powers to use a new ability—in this case to read for oneself. That this possibility may be realized, it is important that the child be helped to feel his powers, which means that the reading shall not be a drag-

ging burden. For all three reasons, it seems desirable that the story shall be read quickly, probably in not more than two lesson periods. This is quite possible, since the new vocabulary is small, and for most of the words the phonic elements and words already known will suffice for independent reading.

New words which can be got phonetically:

sweeping, bite, shall, to-night, won't (don't), beat (eat), burn (turn), shan't, walked (talk), ox (fox), kill, rope, rat, along.

New words which must be told:

new buy both market butcher gnaw

A few words may need reference to preceding lessons:

sixpence stile haycock bought

All new words are to be disposed of as met in silent class study, not in a preceding word drill.

Use the pictures in introduction or development. "What is our new story about? (See the title.) How many of you know this story? Shall we see how fast we can read it? Would you like to look at the pictures first? What do you think the old woman is doing in the first picture? The pig looks as if he were smiling. What do you think he might be smiling about? Do you think he knows how much trouble he is going to give the old woman? Look at the next picture. To whom is she talking? What do you think she is saying? It tells that right under the picture, doesn't it? Who is this she is talking to in the next picture? It is an ox. (Write the word on the board.) What did she ask the ox to do? Etc. Look at the last picture. Is there anything that tells you what time it is?" (Stars out, night; lights in houses, people not yet gone to bed.)

Word Study. New Words for Mastery:

new buy shall burn walked drink kill along both

Picture Words to Add to the Game:

stick water ox rope butcher rat milk

NOTE. By this time the cards for the word game may be too numerous for one pack. They may be divided, the easier ones being put in one pack for the less advanced children of the class, the harder given to the better readers to play with.

Phonics to be taught in connection with this story:

–ight. Use *right, night.* Begin a column of these words on the long *i* chart.

Long *o* with *e* final. Use *rope, home, stone, broke, woke, hole.* Add to the long *o* chart already started with words ending in *–old.*

Make an *x* chart with *ox* and *fox.*

Seatwork. Silent Reading Exercise. Direct the children to copy the numbers of the following sentences, and after each number to write either *Yes* or *No; yes* if they think the statement is true, *no* if they do not. Use the first two as samples to explain the exercise.

1. A red cow can sing.
2. A cat can kill a rat.
3. A little baby can jump over a tree.
4. Boys have three legs.
5. Girls can talk.
6. Milk is good food for cats.
7. Dogs like to eat hay.
8. Water can put out fire.
9. You can buy a cow for one dime.
10. The clock has two hands.
11. Blue looks just like red.
12. An ox walks on two feet and holds the other two up.

13. A man can run up to the moon.
14. The sun gives us light to see by.

Draw pictures of the following:

1. A little mouse under a chair.
2. An old woman milking a cow.
3. A cat running up a tree to get away from a dog.
4. A goat going across a bridge.
5. The house that the crooked man lived in.
6. Two little girls jumping rope.
7. A boy holding a horse.
8. A man and a woman looking over a wall.

Put together in the right order the sentences at the end of the story, beginning, "Then the cat began to kill the rat," and ending, "And they both got home that night." Each sentence should be on a separate strip of tag board or stiff paper. They may be cut out of old primers and pasted on cards, or printed on strips.

Supplementary Exercises. This is a good story to dramatize or to learn to tell. One or more periods may be given to such exercises.

At this point it will be well to spend a period on review, each child choosing the story he will read or play, or the rhyme he will recite. If there is not time for each child to tell a whole story, a group may tell one together. The teacher may assign the sections, but it is better for the children to work this out by themselves in groups.

THE LITTLE ANT

PAGES 40–52

Reading Study and Oral Reading. After the first two pages, there is practically no new vocabulary, and the re-

mainder of the story may therefore be read very rapidly, perhaps in one more lesson period, one period having been given to the first two pages.

New words that may be got from their sounds:

ant, cracked, spoke, sun, melts, hides, drives, stop, bores.

New sight words which will have to be told:

Jerusalem, snow, paw, cloud, mountain, stronger, through, chases.

"What do you see in the picture? Can you see anything in the picture to tell where the little ant is going? (The signboard on the tree.) What time of the year is it? What makes you think so? (Bare tree, snow on the ground, as indicated by the ant's footprints.) Look at the ant's paws. How many has he? (Ants do have six feet, you know.) What is he using them for? Some extra paws would come in handy when you have a good deal to carry, wouldn't they? What do you think is the matter with the paw the ant is holding up in the air?" Have the children read page 40 to find if they are right in their interpretation of the picture, and to find what is the matter with the bandaged paw. After the story has been well introduced, the children may read as fast as possible to find who was the strongest of all, stopping occasionally to comment on odd points, such as that the mouse is shown to be stronger than the mountain.

Word Study. New Words for Mastery:

strong sun drives mountain stop through

Picture Words to Add to the Game:

ant snow paw sun cloud mountain

Phonics: Teach *–er* after page 41, using

stronger, bigger, river, master, mother, father, over, under, ever, other, water, her.

Begin two charts, one for two-syllable words ending in *er*, and the other for words of one syllable having this sound spelt in various ways. On this chart, as they are met, put all the *er* words in one column, all the *ir* words in another, all the *ur* in a third, and words beginning with *wor* in a third. Such words already met are

bird burn turn sir first

Add *snow* to the long *o* chart, and call attention to *ow* in *blow*, *throw*, *own*, *bowl*, already on this chart.

Teach *ou*, using *mouse*, *outside*, *around*, *out*, *house*, *about*, *cloud*.

Supplementary Reading.

Once I saw a little bird come hop, hop, hop;
So I cried, "Little Bird, will you stop, stop, stop?"
And was going to the window to say "How do you do?"
When he shook his little tail, and far away he flew.

Have two children stand before the class, each holding a small ring made of cardboard or reed, or with thumb and forefinger joined at the tips to form a ring. Have them race to do first what the board sentences tell them to do. Use sentences as follows:

Put your finger under the ring.
Put your finger through the ring.
Put your finger above the ring.
Put your finger to the right of the ring.
Put your finger to the left of the ring.
Put your finger across the ring.

These sentences may be rapidly changed, by erasing the preposition and substituting another. Other finger-play sentences which may be used are:

Hold up your right hand.
Put that hand down by your side.
Hold up your left hand.
Put that hand behind your back.
Hold up two fingers on your right hand.
Hold up three fingers on your right hand.
Hold up three fingers on your left hand.
Lay your finger to the right of your nose.
Lay your finger across your nose.

Seatwork. Direct the children to choose the right words and copy the following sentences so that they tell the same thing that was told in the story, or, if the copying seems too long or too difficult a task, have them erase the words not needed.

The mouse The dog The cloud	was stronger than the mountain.
The cat The stick The ant	was stronger than the dog.
The fire The water The man	was stronger than the cow.
The sun The fire The cow	was stronger than the water.
The mountain The sun The cloud	was stronger than the snow.

Using the names of children in the class, write the following sentences, and have the children either mark them *Yes* or *No*, according as they are true or not, or else copy them, making necessary changes in the placing of the names so that each sentence will tell the truth:

1. Mary is stronger than John.
2. Kate is older than Henry.
3. Tom is bigger than Mary.
4. Henry is smaller than John.
5. John is taller than Tom.

Take care to pair the names so that it will be quite evident which is the taller, etc., of the two.

THE GINGERBREAD BOY

PAGES 53–62

Reading Study and Oral Reading. Talk about the first picture. Call attention to the odd stove. Tell the children of the porcelain or tile stoves used in some parts of Europe. Point out the oven and tell what it is, writing the word *oven* on the board. "What has the old woman in the pan she is putting into the oven?"

Put the words *Gingerbread Boy* on the board. Ask the children if their mothers ever make gingerbread cookies for them. Put the word *cookies* on the board. "Does she ever make the cookies like little boys or girls? What does she put in for eyes? Of what does she make the hair? What would be a good thing to make the hair of?" Put the words *raisins* and *sugar* on the board. "To-day we are going to read of a gingerbread boy that did something different from any gingerbread boy you ever had, I am sure."

Begin the reading, and throughout guide the children by questions; such as, "Find out what the old woman made and how she made it." "Why did she go away and leave the Gingerbread Boy in the oven?" "What did she say to her little boy before she went?" "Did the little boy do just what she told him?" "What did the Gingerbread Boy do when the little boy went out to get a drink?" etc. Hold the children responsible for finding how much they need to read in order to answer a question.

New words which may be got with the aid of phonics and context:

making, dinner, stay, we, may, hopped, pan, floor (door), running, happened, them, felt, liked, himself, outrun, stop, tired, close, seem, fine, never, kind, snap, hurry.

New words which will probably need to be told:

cookies, gingerbread, sugar, raisins, eyes, watch, oven, know, as, heard, minute, yard, road, enough, wait, behind, move, only, oh, those, nearer, farmers, puppies, think, teeth.

Word Study. New Words for Mastery:

eyes, we, know, as, floor, them, enough, himself, behind, only, those, think, never, kind, stop.

Picture Words for the Game:

cookies, sugar, hair, door, farmers, legs, raisins, eyes, dinner, yard, puppies, teeth, oven, pan, floor, road, fox.

Phonics: *ar*, *th*, *ay*. For *ar* use

farmers garden market yard tar dark are harm

Do not use *warm*. Initial *w* deepens the sound to broad *a*. Teach the light sound of *th*. For this use

both teeth think throw through threw thank

(The sound of *th* in the words *this*, *then*, *them*, *these*, *their*, *there*, *though*, *the*, *with*, and *those* is heavy. Say nothing about it here, but omit these words.) For *ay*, use

may stay day hay away play way

Begin a chart for the singular and plural forms of words ending in *y*, of course without using the terms singular and plural with the children. This chart should show, as they are met, words of more than one syllable and their plurals, and words of one syllable and their plurals. Begin it with *cooky — cookies*, *puppy — puppies*, *baby — babies*. Do not attempt to teach *ies* as a separate sound.

Seatwork. Silent Reading Exercise. In each of the following lists there is a word that does not belong there. Have the children find what it is in each case and copy it on their papers:

Some things that are good to eat

sugar raisins clock gingerbread cookies

Some things that are in the kitchen

pan dish spoon river cup

Some things that eat meat

dog cat boy girl horse

Some things that grow on a farm

corn hay turnips spoon grass

Some things that are in a house

tree floor chair bed cradle

Some things that run away from a dog

fox mouse cat pig fire

Some things that you see at night

moon sun mother stars bed

Have the children find the word that makes sense for each of these sentences and write it on their papers:

You eat soup with a { pan / dish / spoon }

We get milk from a { fox / cow / sheep }

You see with your { nose / hair / eyes }

You smell with your { foot / nose / hand }

You cook gingerbread in the { oven / garden / floor }

You bite with your { eyes / teeth / foot }

A baby dog is called a { mouse / cat / puppy }

You get wool from a { sheep / horse / fox }

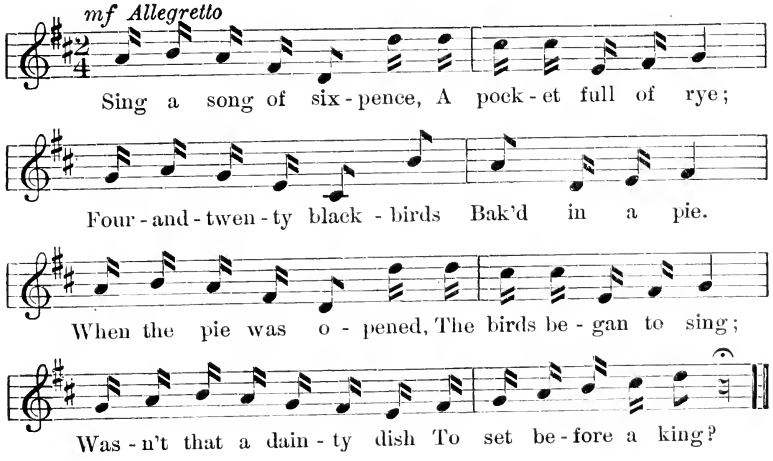
If desired, the children may copy the whole sentence in each case.

"The Gingerbread Boy" is a very good story to tell, and the children may be encouraged to prepare it for telling to some interested group, as another grade, or to some one at home.

TWO MORE MOTHER GOOSE RHYMES

PAGES 63–65

Reading Study and Oral Reading. The picture and the title should be all that is necessary to help a child who has heard this rhyme to read page 63 at sight. New words that can be got phonetically are *pocket*, *full* (*pull*), *twenty*, *opened;* new words that must be told to any child who does not know the rhyme well enough to get them from position are *rye*, *four*, *dainty*. Practically all of these, however, are likely to be recognized by their position and to need no special attention for purposes of reading. Teach the children to sing it. The music is given below.


mf Allegretto
Sing a song of six-pence, A pock-et full of rye;
Four-and-twen-ty black-birds Bak'd in a pie.
When the pie was o-pened, The birds be-gan to sing;
Was-n't that a dain-ty dish To set be-fore a king?

On page 64 *counting-house*, *counting*, *parlor*, *nipped*, and *nose* can be got from phonic elements already known. *Money*, *honey*, *bread*, *maid*, and *clothes* may need help if

the rhyme is not already familiar. Encourage lively reading of this rhyme. Talk about the pictures in it. "How many? Would not this rhyme make a good book? What picture would you put on the first page? What lines would you print under it? Etc."

Teach page 65 as a riddle to which the answer is given. After they learn it they can ask it of some one else. Its vocabulary is either familiar or readily got phonically except *high* and *climbs*, and either of these may be got if silent letters are indicated. Talk over the statements of the riddle: "Is it true that a star wades in the water? What makes it look so deep down in the water? Is it true that it climbs the mountains? Why is it said that it has only one eye?"

Supplementary Reading. Seat or Class Work. "Some more riddles. Can you guess them?"

Round as an apple,
Deep as a cup,
All the king's horses
Can't pull it up. (*A well*)

Two legs sat on three legs
With one leg in his lap.
In came four legs,
Ran away with one leg.
Up jumped two legs,
Picked up three legs,
Threw it at four legs,
To make four legs
Let go one leg.

(*A man on a three-legged stool with a ham in his lap, which a dog runs in and gets*) Suggested also in *Primer Manual* as supplementary reading.

Black within and red without,
Four corners round about. (*A chimney*)

Something that will go up a chimney down and down a chimney down; but will not go up a chimney up, or down a chimney up. (*An umbrella*)

Word Study. New Words for Mastery:

money bread sister poor high

Picture Words for Game:

blackbirds pie birds money nose star

Assemble all known number words:

one two three four six twenty

Domino cards may be made to match with them in the word and picture game.

Phonics. *–ang, –ong, –ung.* Begin a chart for these words as well as for monosyllables ending in *–ing.* Derive the sounds of the other three from the known sound *–ing,* by changing the vowel in a familiar word, as *sing, song, sang, sung.* Other known words which represent one of these phonograms are *strong, hung, hang, long.* In this connection may be used:

As I was going along — long — long,
A-singing a comical song — song — song,
The way that I went was so long — long — long,
And the song that I sang was so long — long — long,
And so I went singing along — long — long.

Also

Sing, sing, what shall I sing?
The cat's run away with the pudding-bag string.

Seatwork. Make a book of the rhyme on page 64, as suggested above. Two pictures may be made of the second stanza, the first before the blackbird comes, the second

with the blackbird nipping the maid's nose. It is desirable to keep the number of lines printed under each picture the same.

THE TIMID HARE

PAGES 66–71

Reading Study and Oral Reading. "Of what is this a picture?" The children are likely to say "A rabbit." Give the word *hare*, as a name for a kind of rabbit, and write it on the board. "Can you tell anything about this hare from looking at the picture?" Try to get the children to see how frightened she looks. If the phrase *frightened almost to death* is given, write it on the board. Introduce the word *timid*, and explain its meaning — easily frightened, afraid of all sorts of things. Read to the class the third sentence, and call their attention to it in their books. Be sure the word *terrible* is heard and used distinctly by the children in the oral discussion before the reading is attempted. Note that here for the first time we have words that perhaps are not in the children's commonly used vocabulary, and that it is desirable to give a clear sound image of them. With this introduction, page 66 should be read with little or no help. The word *pieces* may need to be given. It has been met before, in the alphabet at the end of the *Primer*, but there has been no repetition, and it has probably been forgotten. On page 67, *believe*, *noise*, *heard*, and *heavy* will probably need to be told. *Should* and *could* may be got from *would*. It will be likely to require one lesson period to read to the bottom of page 67.

At the second lesson it will be well to reread pages 66 and 67, and then ask, "What did the second hare do? Then what did the brother do? And what did the other hares do?" In each case require the children to read only so much as is necessary to answer the questions. "Now what animals heard and began to be afraid? What did they do? Which was the first animal that didn't believe it? What did he do to find out if it were true? What did he say to the little hare when she showed him the place where she heard the noise? What did the animals do then?"

Nearly all the remaining new vocabulary can be made out of known elements. Words which cannot are

afraid elephants answered why hours twelve

Supplementary Reading. After the children have finished this story, call their attention to its source. It is a Hindu tale, that is, a tale which is told to the little children of India. That is why it has elephants and tigers and lions in it, for those animals live in the hot, wet forests of that country. Ask the children if they have ever heard another story that is something like this. Have the story of "Chicken Little," who thought the sky was falling, read from another book. This may be done by one child to whom the extra work is assigned, or preferably by a group of several children, who divide the story among them and take turns in reading it to their fellows.

Here is a good place to introduce the story of *Little Black Sambo*, who lived in another hot country where tigers prowl in the forests. Perhaps some child or children can read this also to the group. If it is too hard for them, the teacher should read it, and then put the book, which should be a

well-illustrated edition, where the children can get it and reread it for themselves.

Word Study. New Words for Mastery:

more, than, always, thought, might, should, last, almost, also, brother, animals, asked, answered, why, nothing, every, twelve, hours, story, heard.

Picture Words to Be Added:

nut elephants tigers lion

Phonics. Make a new column on the long *i* chart for words of more than one syllable which have the first syllable ending in *i*, and put *lion* and *tiger* in this column. Make a chart for words in *ought* and *aught*, and list on it *caught* in one column and *thought* and *bought* in another. If desired, *could*, *would*, and *should* may be put on the short *oo* chart.

Seatwork. The supplementary reading suggested may be used for seatwork in preparation for a class period to come.

"The Timid Hare" and "Chicken Little" may both be dramatized.

A "moving picture" may be made of "The Timid Hare." During the seatwork period, the children, singly or in groups, may plan the pictures they will need, and the whole class may come together later to decide upon it and to assign work.

Silent Reading Exercise. After explaining the difference between a wild animal and a tame animal and presenting the words *wild* and *tame*, have the children read silently the following sentences. Have them copy the numbers of the sentences on their papers, and after each write *Yes* if the sentence is true and *No* if it is not.

1. A tiger is a wild animal.
2. A lion is a tame animal.
3. Some elephants are wild and some are tame.
4. A fox is a tame animal.
5. A cat is a tame animal.
6. A dog is a wild animal.
7. A sheep is a tame animal.
8. A pig is a wild animal.
9. A cow is a wild animal.
10. An ox is a tame animal.
11. A mouse is a wild animal.
12. A rat is a tame animal.
13. A horse is a wild animal.
14. A bear is a wild animal.
15. Tigers live in the woods in the hot lands.
16. Lions live on farms.
17. Pigs live on farms.
18. The dog sometimes sleeps on the rug by the fire.
19. The elephant sometimes sleeps on the rug by the fire.
20. Tigers sometimes eat men.
21. Horses sometimes eat men.
22. A cow is not afraid of a tiger.
23. A horse is not afraid of a bear.
24. A fox is afraid of a dog.
25. A lion is afraid of a hare.

The children may enjoy making an animal alphabet book. They already know the names of nearly enough animals, and will enjoy looking for others to complete the alphabet. Those which may be used are ant, bear, cat, cow, dog, elephant, fox, goat, horse, lion, mouse, ox, pig, rabbit, tiger, wolf. Only I, J, K, N, Q, S, U, V, X, Y, and Z are to be supplied. They may collect pictures from magazines or cut them out of black paper, and paste one on a sheet, printing its name below it, either alone, or as part of the sentence: *A is for ant*, etc.

TWO NUMBER RHYMES

PAGE 72

Reading Study and Oral Reading. Both these rhymes are probably familiar to the children. Their vocabulary, moreover, is in the main easily recognized with the aid of previous word and phonic knowledge. Words which will need to be told if they are not suggested by the context are *shoe*, *eight*, *straight*, and *toes*. Read through each of these rhymes quickly. The teacher may recite to the children the rest of the "Number Song," up to twenty, and show it in the school copy of *Mother Goose*.

Supplementary Reading. Other rhymes which may be used for blackboard reading lessons without introducing new words are:

One, two, three, four, five,
I caught a hare alive;
Six, seven, eight, nine, ten,
I let him go again.

This little pig said,
" I want some corn."
This little pig said,
" Where are you going to get it? "
This little pig said,
" In Grandpa's barn."
This little pig said,
" I'm going to tell."
This little pig said,
" Wee, wee, wee,
I can't get over the barn door sill."

Word Study. Teach the children to recognize at sight all the number names up to ten.

Picture Words for Game:

shoe hen toes

Also the new number words.

Phonics. Teach *oa*, and add words in *oa* to the long *o* chart. Words for use:

roast goat road coat

Seatwork. Make domino cards for the word game for all numbers up to ten not already in use.

Make a book for "This Little Pig Went to Market," with a picture and a couplet of the rhyme on each page.

Make a number book. In this picture all the known numbers may be pictured with domino dots or a domino arrangement of squares, triangles, or oblique lines. Picture the numbers also in concrete objects, as two shoes, three bears, a four-leaf clover, five fingers, six eggs, etc. Include also the various number rhymes with illustrations of each.

FOOT SOLDIERS

PAGE 73

Reading Study and Oral Reading. This is the first example yet met of a poem which is new to the children. The procedure described below is typical of the method that may be used in all study of poems in this grade.

The teacher should read the poem to the children, who will have their books open before them. "This is what the mother is saying to the baby. Who do you think the soldiers are? How are the toes like soldiers? (All standing and marching in a row.) Where is Toe Town where these

soldiers live? What is the Knee high hill that the baby has to travel down to see the soldiers drill? Which do you think is the captain? Would you like me to read this to you again? Now would you like to try to read it yourselves?"

Word Study. Words for Mastery:

town side

Picture Words:

hill knee soldiers captain

Phonics: Make a chart for *kn* and *gn*, or, better, add them to the *n* chart. Tell the children that there are a few words that begin with these letters, and that they sound just like words that begin with *n*. Use the term *silent letter*, and tell them that sometimes there are letters that do not make any sound at all in a word. This has been led up to by the occasional crossing out of a letter in a word as a help to the children in sounding it. Use in this connection the words *knee*, *know*, *knife*, *knot*, and *gnaw*. Only *knee* and *gnaw* have been met in the reading, but the others are familiar oral words, and can easily be illustrated, if it is necessary to give their meaning.

Seatwork. Continue the work begun in connection with page 72.

TITTY MOUSE AND TATTY MOUSE

PAGES 74–84

Reading Study and Oral Reading. Introduce with the title and the picture. "About whom is our new story? Can you tell from the picture what sort of people Titty

Mouse and Tatty Mouse were? What is that across Titty Mouse's eyes? What is in her hand? What do you suppose they stole when they went stealing? Let us read and see what happened."

The only words in the whole story that are not readily to be made out from known sounds and words are *pudding*, *lose*, *losing*, and *beautiful.* Read ahead rapidly. It should not occupy more than three reading periods. The interest of the new story will carry the first period, in which two or three pages may be read. The interest the third day will center around the grand catastrophe at the close; for one day the interest may be maintained in the succession of similar events, but hardly for more than one. If the climax is too long delayed, interest is sure to lag and the story be spoiled. At the conclusion be sure that the children are enjoying all the amusing details of the picture.

Word Study. New Words for Mastery:

ear, matter, room, window, lost, lose, leaves, beautiful, green, against.

Picture Words:

bench, window, broom, house, ladder, neck, leaves, feathers, apples, pitcher, ear, pudding, blue, black, green.

It is probable that by now the words for the word game have become sufficiently numerous to divide again. Perhaps some of the original list are worn out. If they are well enough known, they may be eliminated. All those that are perfectly familiar to the more advanced pupils of the class should be taken out of the pack of cards with which this group plays.

Phonics. Teach the two sounds of *ea* and the long sound of *y* as found at the end of words of one syllable. These lists of words may be put on two charts each. Thus the long sound of *ea* may be put on a chart with the short sound of those two letters, and also on the long *e* chart, and the words in *y* may be put on the *y* chart and also on the long *i* chart. Words for use: *beat, please, stealing, ear, creak, leaves, eat, each,* for long *ea; head, dead, death, feather,* for short *ea; why, cry, by, my, fly,* for long *y.*

Seatwork. Silent Reading Exercise. Have the children copy the numbers of the following sentences, and after each write *Yes* or *No,* according as they think the sentence is true or not:

1. Trees have blue leaves.
2. You sweep the floor with a broom.
3. This room has just three corners.
4. There are eight windows in this room, and no more.
5. There are more than five doors in this room.
6. We eat pudding out of a pitcher.
7. We put milk in a pitcher.
8. Corn grows on a tree.
9. Apples grow on a tree.
10. I have five ears.
11. I have five fingers on each hand.
12. I have ten toes, five on each foot.
13. It is good for boys and girls to drink milk.
14. Trees have feathers.
15. Birds have leaves.

If the number books are not yet finished, continue work on them.

This story may be used as the basis for a "moving picture," which the children may work out in their seatwork periods.

BLOW, WIND, BLOW

PAGE 85

Reading Study and Oral Reading. It would be well to use this rhyme, not necessarily in the sequence of the book, but in connection with some study of environment in which the children are answering the question: "Who helps us to get our breakfast?" The lesson may, of course, be somewhat different for city and country children. The former will spend most of their time on the work of the miller; the latter on the work of the baker, since those are the unfamiliar matters to those two groups. Both will perhaps want to spend some time on the different ways that corn is ground. According to this rhyme, the mill is turned by the wind. Find out if the children know any country where windmills are commonly found. The water mill should be described, and then the steam-run mill so common in the large milling plants. "Do you think that the little children that are saying this rhyme live in the country or the town? Read to find out." Note that only the town children *could* have bread sent hot from the baker's.

The only new word that should need telling is *rolls*. *Grind* may be got from *find*.

Word Study. New Words for Mastery:

take rolls send

Picture Words:

mill baker miller

Phonics. Add words in *ind* to the long *i* chart. Use *find*, *grind*, *behind*. If *wind* is suggested, tell the children that this word is really two words. It is *wind* that blows,

that we have in this rhyme, and that does not belong on this chart; but it is also *wind*, as to wind a clock or to wind a ball of cord, and that this *wind* may go on the chart.

Seatwork. A booklet may be made for this rhyme, with a picture for each line.

A booklet or set of posters may be made to show where our breakfast bread comes from. In this the wheat plant (explain that in England, where all of these rhymes originated, wheat is called corn), the farmer, the mill and the miller, the baker and his dough, or mother making bread may be shown, with a suitable statement under each. In the country, if bread is not made in the children's homes, the train which brings it may also be shown.

Supplementary Work. The singing game, "Shall I Tell You How the Farmer" may be taught, and additional stanzas added beginning, "Shall I tell you how the miller," and "Shall I tell you how the baker."

The teacher may read to the children "Alice's Supper."

Teacher and children may work out in the language period a story on "This is the bread that Jack ate," and they may put it into a booklet.

WHERE ARE YOU GOING, MY LITTLE CAT?

PAGES 86–87

Reading Study and Oral Reading. Since this is just a jingle, and since its vocabulary is so simple, the children should be allowed to work it out for themselves, a stanza at a time. The only words that will need telling are *wear* and *yet*.

Word Study. This is an excellent rhyme to use as a basis for original rhyming by the children. Have the children make other rhymes, on the pattern of these, using other words that rhyme with *cat* and with *pig*. Thus the cat might go for wool to knit her a mat, or to buy her a ball and a bat, and the pig might leave his mother because he was growing so big, or going to have a fine ride in a gig, as in Thomas Hood's jingle from which the last stanza of this is taken. Similarly, teacher or children may suggest other animals to rhyme about, as a mouse, a dog, a cow, etc., and suitable rhymes may be constructed about these.

New Word for Mastery:

yet

Phonics. Teach the consonant *y*, as in

yet yes you your yellow

not familiar to the children, but easily got by them by applying their new knowledge of this sound. This may be taught as *y* at the beginning of a word, whereas long *y* is *y* at the end of a little word, and short *y* is *y* at the end of a longer word.

Seatwork. Listing rhyming words to be used in jingles, as above, and making jingles.

OTHER MOTHER GOOSE RHYMES

PAGES 88–97

Reading Study and Oral Reading. Do not read these a rhyme a day, but rather try to have them all read in the course of a period, and in succeeding music periods or Eng-

lish periods use them as songs, for dramatizations, etc. Have a Mother Goose day. Distribute among the children of the class these new rhymes and the old ones they have already read. Do not require every child to prepare to read every rhyme, but expect those to whom a rhyme is assigned to present it interestingly and attractively to the rest of the group. It might be well to have supervised study during one class period, during which time each child might come to the teacher for assistance on any part of his assignment which was giving him trouble. In the period when the members of the class entertain each other with the rhymes which they have individually prepared, take time to examine the accompanying pictures in the text and also in the school copy of *Mother Goose*.

New Vocabulary which pupils should not be expected to make out independently:

In "Ding, Dong, Bell"

Johnny naughty mice

Indicate the silent letter in *Johnny*, refer to the *aught* chart for *naughty*, and tell *mice*, since the soft sound of *c* is not yet known.

In "Little Jack Horner"

thumb

Indicate the silent letter.

In "A Riddle," perhaps

many

may be compared with *any*.

In "The Mulberry Bush"

bush early wash Monday iron Tuesday Wednesday

Tell, or refer to pictures:

In " Birthdays"

fair face grace woe loving works child

In " Simple Simon"

ware whale fail salt

The teacher will see that the more difficult rhymes are assigned to the more able pupils.

Word Study. Vocabulary for Mastery:

many, early, our, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, child, fair, face, far, works, its.

Phonics. Teach *ai*, using *fail*, *dainty*, *maid*, *tail*, *pail*, and add to the long *a* chart. Teach "another sound of *c*," using *face*, *grace*, *mice*, *nice*. If desired, add *woe* and *toe* to the long *o* chart, but do not spend much time on *oe*, since it is not frequently used.

Seatwork. Make a picture book for " The Mulberry Bush " or for the days of the week.

Make posters for all the Mother Goose rhymes already used, to display for decorations on the day of the Mother Goose program.

Copy the number of each of the following sentences, and after each write the name of the day that should fill the blank:

1. Sunday is the day before ——.
2. Sunday is the day after ——.
3. Tuesday is the day before ——.
4. Tuesday is the day after ——.
5. Monday is the day before ——.
6. Monday is the day after ——.

Etc. for each day of the week.

(There should be a large calendar before the children as assistance in this exercise.)

Make cut paper posters for the days of the week.

THE BRAVE BLACKBIRD

PAGES 98–111

Reading Study and Oral Reading. Introduce the story by examining the pictures. The children will probably not guess from them what it is all about, but their curiosity will be aroused as to what the blackbird is doing in the midst of the elephants, why he is dressed in uniform, etc. Have the story read to satisfy this curiosity.

Only a few of the new words should be beyond the children's power to get unaided or with a little aid:

Mrs., listening, caged, rage, sword, poured, General, course, wild, whispered, quick, guess, tie, troubled, laughed.

Help the children to organize the story as they read, by questions, dividing it into unit portions, somewhat as follows:

Page 98. "Read the page to find out what the two birds and the man are doing." Page 99. "What do you think the man was planning to do? Whom did he catch? What did he do with Mrs. Blackbird? (Note here that it is Mr. Blackbird, not Mrs. Blackbird, that sings, which is the reason that the king wanted Mr. Blackbird.) What did Mr. Blackbird do when he found his wife had been put in a cage in the King's palace? Do you think a blackbird could fight a war with a king? Let us see. Whom did he meet as he ran? What do you think would happen when the cat and the

blackbird met? Read and see. Etc." Help the children to enjoy the humor of the warlike little blackbird, rushing furiously along, and bringing to his aid all kinds of animals and articles. From time to time raise the question, "How do you think all these things could help the blackbird in his fight?"

Word Study. New Words for Mastery:

years, Mrs., street, us, small, large, itself, bad, very, quick, yourself.

New Picture Words:

drum sword

Phonics. "Another sound of *g*," the soft sound, using *rage*, *caged*, *large*, *General*, *giant; qu*, using *queen* and *quick; wh*, using *why*, *whispered*, *when*, *what*, *where; -le*, using *cradle*, *stable*, *riddle*, *buckle*, *fiddle*. Put *-le* on the same chart with *l* and *ll*. Put *-ild* words on the long *i* chart, *wild*, *child*.

Seatwork. Make a "moving picture" of this story for a public program.

Silent Reading Exercises. Copy the numbers of the following sentences, marking each *Yes* or *No* according as it is true or not:

1. A cat can eat a blackbird.
2. A blackbird can kill a cat.
3. An elephant is smaller than a cat.
4. An ant is larger than an elephant.
5. A General carries a sword.
6. A drummer boy beats the drum for the soldiers to march.
7. A child is larger than a giant.
8. The baby stays in the stable.
9. The horse sleeps in the cradle.
10. When you are five years old you are a man.
11. When you are five years old you are a child.

12. The parlor is the place to cook dinner in.
13. The kitchen is the place to cook dinner in.
14. The henhouse is the place to cook dinner in.
15. An elephant has a trunk in place of a nose.
16. An elephant has very large ears.
17. An elephant has very large eyes.
18. An elephant can pick up a man with his trunk.
19. Ants live in holes in the ground.
20. Cats catch rats and mice.

TWO CHILD POEMS

PAGES 112–113

Reading Study and Oral Reading. Have the pupils read the first two lines of "There Was a Little Girl"; then call their attention to the picture and ask, "Do you see the little curl? Where is it?" Have them find the word *forehead* after it has been given orally, in order that they may not call it *fore head.* Read the rest of the page at sight. On page 113, pupils may need help with the word *sighing.* Give it, and then compare with *high.* "Do you think Molly was silly to cry for a broken doll?"

Word Study. No new words for mastery.

Review *-ing.*

Seatwork. Make pictures of the following:

A boy jumping over a gate.
A girl playing with her doll.
A soldier beating a drum.
A cat catching a rat.
A goat going across a bridge.
Two blackbirds singing in a tree and a man listening to them.
An elephant standing on his head.
Mother ringing the dinner bell.

EYVIND AND HIS GOAT

PAGES 114–120

Reading Study and Oral Reading. "We have been reading fairy stories. To-day we are going to read about a real little boy who lived in Norway. His name was Eyvind (ī'vĭnd). There is a little girl in the story, too. Her name was Marit (măr'ĭt). Do those seem funny names? Children who live in other countries do not talk as we do and do not have names like ours." Use these names often enough to make them familiar in sound to the children. Tell them where Norway is, and a little something of what the land is like. Then have the story read. There is little vocabulary that is not easily acquired by the application of past knowledge. *Towards*, *learn*, *voice*, and *wrong* are probably all. "Do you thing that Eyvind should have sold his goat for a buttercake? Do you think that Marit should have taken his goat? Do you think she ought to have brought it back?"

Word Study. Words for Mastery:

happy white dress arm life mine towards wrong

Picture Words: *doll*, *dress*, *bells*, *butter*, *cake*.

Phonics: *oy* and *oi*. Put on the same chart. Use

boy joy voice

Seatwork. Supplementary reading from other primers or first readers.

Group activity directed by silent reading.

Would you like to make a paper doll's house?
You make it like a book.
Take one big sheet of paper for the bedroom.
Draw a straight line across the paper from one side to the other.

The part of the paper above the line is the wall of the bedroom.
The part of the paper that is below the line is the floor of the bedroom.
Make the floor brown.
Cut out a bed and paste it so it is on the floor.
Cut out a chair and paste it on the floor.
Cut out a dresser and paste it on the floor with its back to the wall.
Cut out a picture and paste it on the wall.
Etc.

(Similar directions may be given for making each room. The different sheets of paper, fastened together like a booklet, form the house.)

WHY CATS WASH THEIR FACES AFTER EATING

PAGES 121–122

Reading Study and Oral Reading. Talk with the children about the preparations they make for coming to the table; that is, washing hands and face. "Did you ever notice your cat? Does she wash her face before she eats? When does she wash it? Would you like to know why she does it after she eats? That is what our story to-day is to tell us." Read the story in one period.

Vocabulary that cannot be got phonically:

their people

Word Study. Words for Mastery:

their better people care since seen

Seatwork. Activity directed by silent reading.

To-day you may get some doll people to live in your paper doll house.
There are some books of paper dolls on the table.
What people do you want to live in your house?

Do you want a mother?
Do you want a father?
Do you want a baby?
Do you want a little girl? Boy?
How many people do you want in your paper doll family?
Find the people you want and cut them out.
If your house has big chairs and a big bed, get big people.
If your house has little chairs and a little bed, get little people.
You may get more than one dress for each person if you wish.
Take your crayons.
Make one of the dresses blue.
Make one of the dresses red.
Red is a good color for a little girl's cap and coat.
Blue is a good color for a lady's coat dress.
Blue is a good color for a little girl's party dress.
White is a good color for a baby's dress.
You may make the baby's socks blue.

PUSS IN BOOTS

PAGES 123–132

Reading Study and Oral Reading. Suggested divisions for reading.

First Lesson: 1. What the miller left his sons. 2. How the youngest felt about his share. 3. What the cat told him to do to get silver and land. 4. What the cat did with the apples and the bag.

Second Lesson: (Introduce with a question as to what the children think the cat wanted with the rabbit. It would be quite natural for them to think he wanted it for food for himself and his master. Keep the interest and curiosity growing with the cat's successive exploits.) 1. What the cat did with the rabbit he had caught and how the king

liked it. 2. The next present the cat took to the king. 3. How much more the cat took to the king. (Explain the meaning of *Marquis* as a gentleman who had a fine castle and fine farms and woods, and who was very rich. Raise the question as to whether this young man really had all this. "How do you suppose the cat was going to get all these things for him?") 4. How the young man got acquainted with the king and his daughter. (Help the children to enjoy the cat's cleverness in getting the young man some fine new clothes such as the king's household wore.)

Third Lesson: 1. How the cat got the king to think the young man owned a hayfield. 2. How the cat got the king to think the young man owned a cornfield. (Lead the children to surmise why the men in the field said what the cat told them to say.) "How do you suppose the young man felt when he heard what they said? Did he know who the Marquis of Carabas was?" 3. How the cat got a castle for the young man. 4. What happened then.

Word Study.

New vocabulary that children cannot be expected to get unaided:

donkey, sons, youngest, pair, done, among, country, Marquis, Carabas, field, month, present, receive, company, change, true, wonderful, Zip, whole, *and probably* daughter *and* brought.

Words for Mastery:

sons, young, youngest, wish, brought, done, among, place, country, much, field, these, month, meet, between, daughter, whose, part, true, whole.

Phonics. " Another sound of *o*, just like *u*," using

donkey, money, honey, sons, done, among, month, company, wonderful, love.

The same sound represented by *ou : young, youngest, country*, may be introduced if the teacher sees fit. This may be shown in a separate column on the same chart as the *o* words.

If desired, z may be taught with *Zip*.

Seatwork. This is a rather difficult selection, and the children will probably need to use their seatwork period in rereading the lesson developed in class and finding in it words which the teacher has listed for them to identify, or in reading ahead and listing the words with which they need help in the class period to follow.

If desired, the story may be worked up into a " moving picture " or prepared to tell at a public exercise. Some such motive for rereading and working over will be good to get the amount of repetition desirable to familiarize the children sufficiently with the important vocabulary of the selection.

A FARMER WENT RIDING

PAGES 133–134

Reading Study and Oral Reading. Read this quickly with especial attention to the vivid pictures it calls up. Let the children show the jolting gait of the horse suggested to them by the " Bumpety, bumpety, bumpety." Have them imitate the hoarse croak of the raven which was so terrifying that " they all tumbled down." Recite to them the last stanza, not given here, or show it in *Mother Goose:*

The mischievous raven flew laughing away,
Bumpety, bumpety, bump!
And promised to serve them the same the next day,
Lumpety, lumpety, lump!

This is a rhyme that children delight to have recited to them by some one on whose lap they are sitting, and who represents the gait of the horse by jolting the knees. They may dramatize it with each other in this way.

Do not devote a whole class period to this rhyme, but use it as an amusing bit, either to conclude a review lesson that has not occupied all the period, or in connection with some other short rhyme.

MARY HAD A LITTLE LAMB

PAGE 135

Reading Study and Oral Reading. This is a good example of a story poem. Treat it just like any story. Use such questions as are necessary to guide the children to read it in unit parts. The four stanzas make good divisions. The first tells the kind of pet that Mary had, the second a funny prank of the lamb, the third what happened when the lamb went to school, and the last what the children all said when they came out of school and found the waiting lamb. This, by the way, is claimed to be a true story of a little school girl of long ago.

Word Study. Vocabulary Needing Special Help:

everywhere school rule patiently reply

(Note that according to some of the precedents in the children's experience, *reply* would be accented on the first

syllable, and the final *y* would be short, *re'ply*. Be sure, therefore, to give it to them orally before they confuse themselves by trying to make it out.)

Words for Mastery:

school rule children teacher

Seatwork. This is a good poem for a special book. Almost every line or couplet suggests a picture. The children might share in making the pictures, the best being selected to put into the school book, and the teacher might then print the appropriate line or two beneath each picture. Children love such books, in the making of which they have had a share, and they make a valuable addition to the primary library.

Silent Reading Exercise. Have the numbers of each of the following sentences copied, and *Yes* or *No* written after each according as it is true or not:

1. Children go to school on Monday.
2. Children go to school on Sunday.
3. Children go to school on Saturday.
4. We have a lamb at our school.
5. Our teacher is a man.
6. Our teacher is a woman.
7. I can draw a straight line with a ruler.
8. I can paint a picture with a ruler.
9. Our school house is red.
10. Our school house is gray.
11. Our school house is white.
12. All the children in our school are girls.
13. All the children in our school are boys.
14. We have boys and girls too in our school.
15. My teacher is not at school to-day.
16. To-day is Monday.
17. To-day is Tuesday.

18. To-day is Wednesday.
19. To-day is Thursday.
20. To-day is Friday.

LITTLE JACK FROST

PAGES 136–137

Reading Study and Oral Reading. Teach this poem some morning during early spring, when the first touches of warmth are appearing. Talk with the children about the retreat of winter. Recall the coming of winter, how the leaves grew red and yellow and then brown and then drifted down. Recall the frosty nights. Recall the fact that there is the sharpest frost when the night is clear and cloudless and the wind is still. Speak of the coming of Jack Frost. Ask what Jack Frost is doing now. Is he as happy and gay as he was in the fall? Will he enjoy being here now that spring has come again? Then read the poem while the children have their books open, and try to have it picture to them their own experience of the coming and going of the winter. Study the picture. Note the brightness of the stars, even the smallest of them showing plainly. Look at the drooping flowers, and the partly denuded trees. Is this late fall or early spring? Does Jack Frost look happy or sad? "Listen as I read again and tell us what you hear that is shown in the picture." Read the first two stanzas. Have the children find and reread the lines that they see pictured. Read the third stanza, after asking the children to be ready to tell the picture they think would go well with it. Ask them to listen to the last stanza and be ready to tell all the things that show that this stanza tells about

spring instead of fall. Have them read the different parts of this stanza that tell various signs of spring. Then have the whole poem read straight through in order, perhaps assigning a stanza each to four children. Have the poem memorized.

Word Study. Words for Mastery:

still late yellow brown flowers spring

Seatwork. Complete the memorizing of the poem.

Silent Reading. Mark *Yes* or *No*, as in preceding lessons, to indicate the true or false:

1. In the fall the leaves turn blue.
2. In the fall some of the leaves turn red.
3. In the fall some of the leaves turn yellow.
4. In the fall some of the leaves turn brown.
5. Leaves are green in the spring.
6. Leaves are white in the spring.
7. Jack Frost makes the meadows all white and shining.
8. Jack Frost likes cold days.
9. Jack Frost likes warm days.
10. Some spring flowers are yellow.
11. Some spring flowers are blue.
12. Some spring flowers are white.
13. In the fall the flowers fade and die.
14. In the fall the trees open their buds and have new leaves.
15. In the spring the trees open their buds and have new leaves.
16. When water freezes it makes ice.
17. When ice melts it makes water.
18. Water freezes when it gets hot.
19. Water freezes when it gets cold.
20. Ice melts when it gets cold.

Four posters might be made, to illustrate the four stanzas, and to be shown when the poem is recited; or a booklet of the four stanzas, with a full page illustration for each, might be made.

CHRISTMAS BELLS

PAGE 139

Reading Study and Oral Reading. Use this poem at Christmas time. Introduce it by talking of Christmas as a happy time. Get the children to tell of different people who are happy at Christmas, and of how they show it. Read the poem to them as a whole. "Does it sound happy? What happy sounding things does it tell of? What happy sound does the first stanza tell of?" Have this stanza read, making sure that the child who reads it is thinking of what he reads as an expression of happiness. "Not only are there happy sounds on earth. Where else?" Have the second stanza read to show this. So with the last stanza.

PHRASE DRILLS

The continuance of phrase drills is advised, for the purpose of increasing the size of the eyeful, and to lead to reading with few pauses. The examples given below are not grammatical phrases but familiar groups of words. They are listed together here to save space. They are given in the order in which they occur in the reading, and are taken directly from the reading.

in the meadow
fast asleep
if I do
if I don't
by the fire
to look at
where have you been
to see
ran away
with the spoon
ran up
ran down
across the river
went first
I am
is coming

ran out
will come soon
came next
old man
old woman
until it was time
went into the garden
would not come
out of the ground
out came
stood in line
have you any
yes sir
down will come
and he went
live together
would not go
will not get
shall not get
I will not
put out fire
No, I will not
gave her son
took it
to the cat
that night
give me some
was going
to Jerusalem
is stronger
than I am
drives me away
through the mountain
how strong you are
was making
went out
to call
to his dinner
do not know
by and by
down on the floor
ran back
to shut the door
through the door
out in the yard
as fast as he could go
ran after him
kept running
into the road
called to his mother
saw what had happened
she ran too
could not run
fast enough
walked back home
liked to run
felt happy
on and on
good enough to eat
come here
as fast as they could
ran behind him
could not catch him
by the road
wait a minute
so that we can
down the road
ran until their legs were tired
did not move
in a hurry
where are you going
so fast
to hear
I never saw

no one
had ever been
nearer and nearer
that was the end
of the Gingerbread Boy
there came
has but one eye
more than all the others
what should I do
began to believe
one day
frightened almost to death
off she ran
began to run
all the family
running about
told one another
to everyone who passed
I don't believe it
do you know
shut the door
at home
all the way
the other side
you know
in a house
an ear of corn
the corner of the room
in a tree
near the house
for her supper
around the house
broke the window
against the house
send them in
to town
to get me
in the well
put her in
pulled her out
killed the mice
in a corner
put in his thumb
What a good boy
with seven lives
How many were going
Here we go
early in the morning
This is the way
fair of face
full of grace
far to go
to the fair
a little salt
upon its tail
Many years ago
down the street
in jumped
help you to fight
knocked on the door
loud and long
in plenty
all about him
will soon
on the head
all right
any more
when she was good
when she was bad
all the birds
all the bells
on the roof of the house
playing with the goat
up the hill

behind the house
down the hill
over there
may I have
in all his life
let me see
a little more
what he had done
was left alone
will never come back
you must learn
to think
what you are doing
I am sorry
I am glad
did not know
what to do
should like
to be a nice person
Have you not seen
all he had
what shall I do?
I have only
I wish I had
very well
what can be done
came to the place
went in
to get
into it
every day
in the river
of the river
thanked him
for all the presents
to them
between himself and his daughter
up on the roof
into the room
just like that
ever after
went riding
sure to go
against the rule
laugh and play
you know
with all his might
late in the night
late in the fall
through the trees
brought back
opened their eyes
in the morning

WORD AND PICTURE GAMES

In each of these games, the pack of cards with which the children are playing should contain an equal number of word cards and picture cards, unless the contrary is expressly stated. For each word there should be a picture which illustrates it.

GAME 1. This is built on the plan of the familiar "Old Maid." In this have an extra card, which may be any comical picture that is desired, to take the place of the old maid card. Use enough cards so that each child will have six or eight. Deal all the cards. Play just as "Old Maid" is played. The first player draws from the hand of the child to the right of him. He matches all corresponding words and pictures already in his own hand, or made by the addition to his own hand of the card he draws from his neighbor. Each child is allowed only one draw at each turn. Cards that are matched are laid on the board, face up, so that the other players can see that they are correctly matched, and are left on the board. The purpose of the game is to get rid of all one's cards by matching and laying down, so as not to be caught with the comic unmatched card at the close of the game.

GAME 2. Use a pack of about fifty cards. Deal five to each hand and five, face up, to the board. Leave the remainder face down on the board, to be used as a bank. At the beginning of the game, each player matches all corresponding cards in his own hand, and after showing them to the other players, lays them face down beside him, for his final score. The purpose of this game is to get as many cards as possible. The first player tries to match a card in his own hand with one on the board, or to match two that are lying face up on the board. If he can make a match, he is entitled to another play, and may continue to play till he can make no more matches, when he must lay a card from his hand face up on the board. He then takes enough cards from the top of the face-down pack to supply his hand with five cards again, and waits for his next turn to play. The

second player follows the same procedure. The player wins who has the most cards at the end of the game.

GAME 3. Deal six cards face up on the table, and lay the remainder of the pack face down. The first player is entitled to make any match he can of the cards lying face up before he begins his play. Then he takes the top card off the pack. If it matches with a card lying face up, he takes both. If it does not, he lays it on the board, face up, for the next player. The next player turns up the top card now on the pack, and matches if he can. If not, he lays the card face up on the table. The game progresses in this way till all the cards are used. All cards that are matched by a player are laid beside him for his final score. The one having most matched cards at the end of the game wins.

GAME 4. This is played like "Authors," except that two cards make a book, instead of four. The cards should be all dealt at once, using enough cards so that each child will have not more than ten. For little children, six is better. Each child matches and lays down beside him any matching cards in his own hand. The first player then asks for a card. He names the card he wants, and calls the player from whom he wants it. Thus, if he has a picture of a dog, he says, "I want the word *dog*, John." If the child called on has the card, he must give it up, and the calling player has the right to call for another card, and so on until he fails to get a card he asks for, when the turn passes to his next neighbor. Matched cards are laid down by the player's side in books of two to be counted for score at the game's end, as in Games 2 and 3 above.

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